# Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT UTAH COUNTY ACADEMY OF SCIENCES (UCAS) January 14, 2008

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in UCAS on December 5, 2007, included interviews with the school administrator, special education director, and a general education teacher.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

### **Areas of Strength**

The validation team found the following:

# **General Supervision**

- Training of data collection was positive with teachers.
- File monitoring was established in order to keep special education files confidential.
- Educators became more aware of special education services that can be provided at UCAS.
- UCAS currently does not have any special education students requiring services.
- Actions the LEA general education staff takes with a student who may be experiencing academic, behavioral, social or emotional difficulties include differentiated instruction included in intervention plan along with input from parents, meetings with student, parent and counselors, offer of intervention.
- General education teachers provide good support for students with disabilities in their classroom, such as different learning styles without adjustments, changing seating, more time on tests, accommodations without changing standards, personal help, calculator use, tests in alternative environment, more time for homework.
- There is no discrimination for enrollment and club memberships.
- Special education teachers are hired on an as-needed basis through three partnership school districts; Alpine, Nebo and Provo.
- Special education files, when received, are maintained in a locked filing cabinet with appropriate confidentiality procedures in place.
- School staff are trained monthly on child find and other special education related topics.
- The school building itself is accessible for wheelchairs.
- School staff meet as a team, to review evaluation results and determine eligibility for students with disabilities.
- Tutoring is provided free of charge by the school on a daily basis for all struggling students.
- UCAS accesses contract evaluators as needed for speech and language and psychological evaluations. Surrounding school districts are also accessed as an additional resource for special education support, as needed.
- UCAS has current special education forms available, in case of need.
- Special education personnel from surrounding school districts are utilized for IEP and eligibility meetings.

### **Parent Involvement**

- Since there were 0 students with disabilities enrolled at UCAS, no parents were available for interviews.
- School staff described multiple methods for soliciting and considering parent input.

# Free Appropriate Public Education in the Least Restrictive Environment

- When needed, IEP's are developed with a team focusing on student with disabilities having
  access to the general curriculum and the goals being developed relating to the state core
  curriculum along with that of UVSC.
- Students who attend UCAS with disabilities are able to participate in all school related activities of their choice.
- General education teacher participation in evaluation process includes observance and reporting, tracking of students and monitoring progress, identifying initial problems; referrals and implementing solutions, and notice possible contributing factors of problems.
- Teachers, when interviewed, described providing classroom accommodations for previous students with disabilities.
- School staff identified required members of the IEP team.
- Placement, for students with disabilities, is determined based upon the level of student need, starting from the general education classroom.
- School staff, when interviewed, demonstrated knowledge of special education procedures.

### **Transitions**

- High School students have the opportunities to attend career fairs, participate in internships and work release programs.
- Students have the opportunity to be dual enrolled in UCAS and UVSC and/or the Electronic High School.
- Student Education Occupation Plans (SEOPs) are reviewed annually for all students.

# Disproportionality

• When compared to local populations and state average data, students attending UCAS have a low number of disability classifications.

## Areas of Systemic Noncompliance\*

• None – No students with disabilities are enrolled at UCAS at this time.

<sup>\*</sup>These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.